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AUTHOR Banks, Dorothy E.
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ABSTRACT

The Round Meadow Environmental Laboratory School is an exemplary project designed to aid District of Columbia 6th grade children in overcoming the educational disadvantages of urban minority group isolation, both cultural and geographical, through a school-based and camp-based interracial and intercultural environmental awareness program. During the course of a five-day resident camp experience at the Catoctin Mountain Park site in western Maryland, each student participates in approximately 18 hours of both trail and classroom academic investigation of four predominant aspects of the environment: woodland ecology, stream ecology, geology, and customs, traditions and culture of early settlers. The school-based phase consists of intensive pre- and post-site educational experiences through an interdisciplinary approach to environmental education. This guide presents a history of the program; project management goals and objectives; student performance goals and objectives; a description of camp trails and activities; questions and answers about the design of the program, its staff, and activities; a sample weekly camp schedule; and pre- and post-outdoor school questionnaires used to elicit student expectations and responses to the outdoor school experience. (NEC)

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OUTDOORS—NATURE'S LEARNING CENTER

Guidelines For Implementation

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

OUTDOOR ENVIRONMENTAL LABORATORY SCHOOL

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Program Developed

by

DEPARTMENT OF SUMMER SCHOOLS,
CONTINUING EDUCATION AND URBAN SERVICE CORPS

and

DEPARTMENT OF SCIENCE
DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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OUTDOORS—NATURE'S LEARNING CENTER

A GUIDE FOR IMPLEMENTING AN OUTDOOR LABORATORY SCHOOL PROGRAM

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Prepared by

DOROTHY E. BANKS

Resource Science Teacher

ROUND MEADOW OUTDOOR LABORATORY SCHOOL PROGRAM
DISTRICT OF COLUMBIA PUBLIC SCHOOLS

January, 1976

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Table of Contents

	Page
Preface	1
Preliminary Statement	3
Project Management Goal and Objectives	5
Student Performance Goals and Objectives	6
Description of Trails and Activities	8
Questions and Answers	13
Sample Camp Schedule	17
Pre-Outdoor Questionnaire	23
Post-Outdoor Questionnaire	26

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Exploring and Discovering

". . . The half-mile hike is worth the view . . ."

Preface

The Round Meadow Outdoor Environmental Laboratory School as it exists today is a stage in the realization of a dream. In 1968, Mrs. Marguerite Selden, then Assistant Superintendent of the Department of Summer Schools, Continuing Education and the Urban Service Corps, envisioned a program for 5th grade students in the Washington, D.C., Public Schools which would take them, at no cost, out of the city and its crowded streets to a rural setting. There they could live and learn through first-hand contact with nature and thereby develop an appreciation for their environment and an awareness of environmental problems.

Mrs. Selden enlisted the assistance of Miss Thelma Johnson, the Department of Science, and the National Park Service to plan and implement the program when limited funding was obtained. The National Park Service provided the NPS-maintained site, the Round Meadow Camp, in the Catoctin Mountain Park, and the services of Ranger-Naturalists and Historians. The Science Department provided curriculum writers and staff. The program became a reality. In March of 1971, the first 5th graders attended, and in 13 successive weeks, 100 students per week participated in the program planned for them.

Since that first 13 weeks, the program has continued to function each year, although sometimes in a very limited fashion due to lack of funds. In 1973, the possibility of obtaining sufficient funding to operate a year-round program arose when the Emergency School Aid Act provided money to be awarded by the U.S. Office of Education to school districts which were striving to overcome the effects of minority group isolation.

In formulating the proposal, data provided by the Division of Research and Evaluation showed that 6th grade students of the D.C. Public Schools would provide an ideal population for the accomplishment of the goals of the program.

The grant has been awarded for three consecutive years and the Outdoor School is now firmly established. In the pages that follow, the Round Meadow of today is described.

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PRELIMINARY STATEMENT

In the District of Columbia, cultural isolation is illustrated by the racial composition of the school system. Enrollment figures reveal that the school population is 96 percent black, 0.7 percent Spanish and 3.3 percent white. This distribution hinders these various groups from having opportunities that would allow for cultural exchange and mixtures. Intergroup relationships are further reduced by the geographical distribution of the students. Of the total white student population, 80.3% attend only 31 of the system's 194 elementary schools. Those 31 schools are located largely in one area. 71.5% of the Spanish student population attend 27 of the system's 194 elementary schools.

The Round Meadow Environmental Laboratory School is an exemplary project which addresses itself to several of the school system's minority group isolation problems with reference to a specific population (6th grade students). The project is desigend to aid children in overcoming the educational disadvantages of minority group isolation, both cultural and geographical, through increased environmental awareness. The project addresses the students' isolation needs through a school-based and camp-based interracial and intercultural program. Content emphasis is on basic skills in both school-based and camp-based phases.

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Thomas F. Herrmann

Administration

Gregory S. Mathews

Lucille M. Leisner

PROJECT MANAGEMENT GOAL AND OBJECTIVES

GOAL

To provide opportunities and experiences that will:

a. Stimulate an appreciation for non-urban environments; in particular, the Catoctin Mountain area.

b. Encourage development of reading and mathematics skills.

c. Promote a mutual appreciation and respect for other races and cultures.

d. Assist pupils in acquiring a deeper understanding of environmental problems so that they will be motivated to participate in environmental problem-solving in their home areas.

OBJECTIVES

1. To utilize the trails in the Catoctin Mountain area to provide first-hand experiences for students with streams, plants, animals, land forms, rocks, etc., in a natural setting.

2. To utilize reading/communications, mathematics, science, and social studies skills in classroom activities to make on-site experiences more meaningful and to motivate interest in developing skills in these areas.

3. To assist students in developing the capability of responsible participation as a member of a community through shared experiences in living, working, playing and learning together.

4. To provide intensive environmental educational follow-up throughout the school year.

5. To provide the opportunity for students to participate in social and athletic activities that allow for free exchange between the cultures and races represented.

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STUDENT PERFORMANCE GOALS AND OBJECTIVES

GOALS

1. To develop an understanding that all surroundings make up man's environment and to help develop an understanding of the inter-relationships between living and non-living things.
2. To increase knowledge in areas of science vocabulary, plant and animal interdependence, tree identification and usage, food chains, and the requirements for plant and animal survival.
3. To understand the significance of a stream in a woodland environment and to be aware of the diversity of populations that inhabit such an environment.
4. To learn to distinguish between the two different life cycles of insects and to develop an understanding of the basic concept of metamorphosis.
5. To develop skill in interpreting soil profiles, identifying evidence of erosion and weathering, and describing the relationships between geology, topography and geography.
6. To understand the inter-relationship between the forces of nature that form and shape the earth's crust and the forces that produce rocks, minerals and soils.
7. To help develop an understanding of how early mountain settlers depended on natural resources and on each other for their survival.
8. To gain some insight as to how man used his resources 150 years ago, how he uses them today, and to relate how these uses will affect the environment in the future.
9. To develop an awareness of the importance of mathematics in real life situations.
10. To develop skill in performing simple scientific tests and interpreting the resulting data.
11. To help develop skill in the ability to design realistic follow-through plans for use in the school and community upon returning from the Laboratory School.
12. To learn to work as teams, to set goals together, and to communicate with one another.

OBJECTIVES

1. The student will identify some pollution problems and design ways that man may solve them.

2. The student will describe some reasons for cultural changes between American pioneers and present day families.

3. The student will describe the massive destruction of the environment through agriculture which occurred as a result of individual practices of settlers, even though their practices seemed frugal and efficient.

4. The student will describe some characteristics that make plants different from each other.

5. The student will describe the interdependencies that operate in a stream community which govern the amount and kind of organisms which can exist in a given set of conditions, i.e. light, temperature, pH, velocity, etc.

6. The student will observe, describe, and name, in order, the stages in the life cycle of insects.

7. The student will classify organisms based on observable characteristics.

8. The student will identify the prey and predator in a "predator-prey" relationship.

9. The student will identify the sun as the source of energy and trace the energy through a food or energy chain.

10. The student will identify and describe the characteristics of a woodland community.

11. The student will account for similarities and differences found in different environments.

12. The student will observe and describe plant and animal needs (necessities for life) in a natural setting.

13. The student will observe and describe examples of interdependence in a forest community.

14. The student will describe and place, in order, the processes of the water cycle.

15. The student will observe and describe the processes of weathering and erosion of the earth's crust.

16. The student will analyze soil and classify the components into two groups- organic and inorganic.

17. The student will describe how the different rock types (igneous, sedimentary, metamorphic) are formed.

18. The student will demonstrate an understanding that geological changes are measured on a time scale much longer than the time scale by which we measure our own lives.

19. The student will identify real life activities that involve the use of mathematical skills and processes.

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DESCRIPTION OF TRAILS AND ACTIVITIES

During the course of a week at the Round Meadow Environmental Laboratory School, each student participates in approximately 18 hours of academic investigation of four predominant aspects of the environment. The areas investigated are (a.) Woodland Ecology, (b.) Stream Ecology, (c.) Geology, and (d.) Customs, Traditions and Culture of Early Settlers. Each student is involved in one area of study per day which includes both trail and classroom activities. About 2½ hours are spent investigating a prescribed trail on which basic concepts are developed in a natural setting. The remaining 2-2½ hours are utilized in a classroom setting where follow-up activities are provided that require the application of basic concepts taught on the trail.

The following is a brief description of the sites utilized in Catoctin Mountain Area and the basic concepts developed at each site.

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SITE 1 - WOLF ROCK TRAIL

The Wolf Rock Trail is a 3 mile excursion that takes the students to the Thurmont Vista and Wolf Rock Overlook. At Thurmont Vista, the students are able to view the Maryland and Pennsylvania countryside for a distance of forty miles to the east and northeast. During the excursion, the students investigate the natural geological processes which went into the formation of the mountain and its features. They observe evidences of those forces of nature which are constantly eroding, forming, and reshaping the mountain. They describe how different rock types on the trail are formed, and locate rocks containing iron ore. They discuss mining and the role it played in the population growth of the area. They also discuss briefly the history of the Indians who lived in Maryland before 1608 even though very little evidence of their presence remains.

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SITE 2 - OWENS' CREEK TRAIL

Owens' Creek, which is located about one half mile from the Laboratory School, is one of the sites for stream ecology investigations. The hike from the school to the site involves the students in (a.) the investigation of a spring, (b.) the identification of some trees and other plants along the trail, (c.) the observation of a stone wall built by early settlers, and (d.) the exploration of pits which were formerly coal excavation sites. At the creek, the students investigate the interacting components (green plants, animals, decomposers, etc.) of a stream community. They collect specimens and group them according to structure. They investigate the conditions of the stream, and discuss how the conditions may affect the populations within. They test water samples and interpret the resulting data.

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SITE 3 - HOG ROCK TRAIL

The Hog Rock Trail takes the students about 1½ miles through an eastern hardwood forest community to Cunningham Falls. Along this trail, the students investigate interrelationships/interdependencies of living and non-living things. The trail activities include (a.) identifying different populations that inhabit a forest community and citing examples of how the different populations depend on each other, (b.) citing examples of how plant and animal needs are met in a forest community, (c.) identifying several different tree types and describing ways in which man has made use of each, and (d.) observing evidences of erosion and man-made attempts to slow it down. At Cunningham Falls, the students explore and investigate a waterfall and the area surrounding it.

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SITE 4 - MORIAH TRAIL

Moriah Trail, which extends about 1½ miles, is the site utilized for teaching social studies. The trail was a major north-south wagon road that has been kept much the same as it was 150 years ago. The students participate in activities that explore the historical, cultural, and industrial background of the early mountain settlers. Some points of interest along the trail include a logging road, stone road markers or milestones, a charcoal trail, a rock crushing plant, a grist mill, a saw mill, a still, a tavern, a school and the Mt. Moriah Church. The students observe the lifestyles and farming methods of the local residents and compare them with those of the early settlers. They discuss the early settlers' dependence on natural resources and on each other and the interdependence between city dwellers and farmers. Discussions of how man uses and abuses his natural environment lead to suggestions of ways to rectify some of the problems.

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QUESTIONS AND ANSWERS

(1) What is the nature of the Round Meadow Program?

The Round Meadow Environmental Laboratory School, located at the Catoctin Mountain Park in western Maryland, offers a unique opportunity for small group and individualized instruction in a rural camp setting. Sixth grade students spend one week at the camp site engaging in a variety of environmental education activities.

The project consists of two phases: a camp-based phase and a school-based phase. In the camp-based phase of the program, 8 classes (160 students) per week attend the laboratory school where they participate in activities designed to provide an incentive for increased academic competency, specifically in reading and mathematics. These activities utilize the natural resources in an outdoor setting. The program provides an opportunity for the urban student to use and increase his academic skills by making observations in the natural environment, identifying flora and fauna, collecting specimens, preparing illustrations of natural phenomena, and performing measurements of various types. Inter-cultural activities are designed to increase the students' awareness of different cultural life styles while at camp.

The school-based phase consists of intensive pre- and post-site educational experiences through an interdisciplinary approach to environmental education. These experiences include instruction in the regular classroom before and after the camp-based experiences.

(2) Why are there performance objectives for the Round Meadow Program?

A set of performance objectives helps to develop consistency in the program and is useful for camp-based and school-based teachers when planning activities for classes. The objectives assure the implementation of our philosophy that science is both content and process and provide flexibility for each teacher.

(3) Why does the program use a uniform set of pre- and post-test questions?

The pre-test questions are used to assess what the child is able to do before he goes to the laboratory school. The post-test is used to evaluate the objectives and activities and to measure the progress of the students upon completing one week of study at the laboratory school.

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(4) What is the purpose of the student opinionnaire?

The District of Columbia Public Schools Division of Research and Evaluation administers a pre-and post-opinionnaire for the purpose of obtaining the students' opinion on various aspects of the activities being offered at camp. The instruments also provide various types of descriptive data about the students.

(5) What are the roles of the school-based teacher and the camp-based teacher?

The role of the school-based teacher is:

a. To prepare the students for the laboratory school by presenting a color slide orientation, conducting a question and answer session, and involving the students in environmental puzzles and games.

b. To administer a pre-test before the students attend the laboratory school and a post-test when they return.

c. To supply cooperating teachers in the project with environmental learning packets which teach environmental concepts, suggest projects, and give factual information.

d. To assist cooperating teachers in planning and conducting follow-up lessons, field trips, and special projects.

e. To plan programs that will enable students to exchange or share experiences with people of different races and/or cultures in other parts of the metropolitan area during the school year.

The role of the camp-based teacher is:

a. To plan programs and involve students in environmental activities (trail and classroom) that utilize language arts, reading, mathematics, science, and social studies.

b. To involve students in planned and supervised recreational activities, games, and short trips in the Catoctin Mountain area.

c. To plan programs and involve students in arts and crafts.

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(6) What are the roles of the administrative aide, the teacher aide and the recreational aide?

The administrative aide and the teacher aides are responsible for clerical duties at the school-based headquarters.

The recreational aides:

a. assist camp-based teachers on the trails and in the classroom.

b. assist in organizing and supervising camp-based extra-curricular activities.

c. assist in enforcing the rules of the laboratory school and in supervising the students.

(7) What is the role of the nurse?

The nurse provides health services and emergency aid to students and staff.

(8) What are the roles of the Camp Director and the Project Coordinator?

The Camp Director coordinates instructional and recreational activities at the laboratory school and supervises the general operation of the school.

The Project Coordinator is accountable for the necessary inter-departmental and inter-regional coordination to insure successful implementation of the project.

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ROUND MEADOW ENVIRONMENTAL LABORATORY SCHOOL - 1974-75
Catoctin Mountain Park - D.C. Public Schools

WEEKLY SCHEDULE

MONDAY'S SCHEDULE

8:45 ..... Buses leave D.C. - Teachers and Counselors
11:15 ..... Buses arrive at Round Meadow - All assemble in gym
11:30-12:15 .... Orientation with Director and staff
12:15-12:45 .... Settling in dorms; meeting with counselors by groups
12:45- 2:00 .... All groups to homerooms for lunch and orientation with counselors and teachers.

GROUP NAME	TRAIL	HOMEROOM
Squawroots	Woodland Ecology	Dogwood Upper
Eroders	Woodland Ecology	Conference Room - Gym
Creepy Crawlers	Stream Ecology	Dogwood Lower
Crawdads	Stream Ecology	Art Room - Gym
Stones	Geology	Hickory North
Hematites	Geology	Dining Room North
Distillers	Social Studies	Hickory South
Revenuers	Social Studies	Candle Dipping Room - Gym

2:00- 5:00 .... TRAIL/CLASSROOM ACTIVITIES - Teachers and assigned counselors
4:00- 5:00 .... Counselors not on trails are setting up Carnival.
5:15 ..... KP's to caefetria, 1st sitting, homeroom teachers on duty.
5:30- 6:00 .... Dinner, 1st sitting groups escorted by counselors.
5:30- 6:15 .... 2nd sitting groups to homerooms for ID tags, further orientation, quiet reflections with homeroom teachers; groups escorted by counselors.
6:15 ..... KP's to cafeteria, 2nd sitting, homeroom teachers on duty.
6:15- 6:45 .... 1st sitting groups to conference room - Ranger Presentation.
6:30- 7:00 .... Dinner, 2nd sitting groups escorted by counselors.
7:00- 7:45 .... 1st sitting groups to homerooms (same procedure as above).
7:15- 7:45 .... 2nd sitting groups to conference room - Ranger Presentation.
8:00- 9:15 .... "CARNIVAL NIGHT" - Gym - all groups, counselors, assinged teachers attending.
9:30-10:00 .... Preparation for bed - showers - mopping up
10:15 ..... Lights out and silence.

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TUESDAY'S SCHEDULE

7:00 ..... HIT THE DECK!!! all hands - Gym is not open in the morning, except for PE classes.
7:15 ..... KP's to cafeteria with teachers - 1st sitting
7:30- 8:00 .... Breakfast, 1st sitting groups escorted by counselors. Others cleaning up in dorms.
8:00 ..... Environmental Center open for buying post cards only.
8:15 ..... KP's to cafeteria with teachers - 2nd sitting.
8:30- 9:00 .... Breakfast, 2nd sitting groups escorted by counselors. Others cleaning up in dorms.
9:00-10:00 .... CRAFT CENTER - All groups with teachers and assigned counselors
10:00-12:15 .... TRAIL/CLASSROOM ACTIVITIES - Teachers and assigned counselors

Squawroots	Social Studies	Gym Bleachers
Eroders	Social Studies	Hickory South
Creepy Crawlers	Geology	Gym Bleachers
Crawdads	Geology	Hickory North
Stones	Stream Ecology	Gym Bleachers
Hematites	Stream Ecology	Dogwood Lower
Distillers	Woodland Ecology	Dogwood Upper
Revenuers	Woodland Ecology	Gym Bleachers

12:15- 1:15 .... Lunch - Groups not on trails in AM wash up and go directly to cafeteria, two teachers on duty.
12:30- 1:00 .... Student's choice: Gym, Outdoor Sports, counselors supervising. Minimum of 1 counselor in each dorm
Counselor coverage listed separately on two week duty list.
1:00- 1:15 .... All groups clean up and cool off in dorms.
1:15- 3:45 .... TRAIL/CLASSROOM ACTIVITIES - Groups escorted by counselors meet with same teacher as in the morning.
4:00- 5:00 .... Extra-Curricular Activities: Gym, Outdoor Sports, Art Class
5:15 ..... KP's to cafeteria - 1st sitting
5:30- 6:00 .... Dinner, 1st sitting groups escorted by counselors.
5:30- 6:15 .... REFLECTIONS, 2nd sitting groups in classrooms.
6:00 ..... KP's to cafeteria - 2nd sitting
6:15- 6:45 .... Dinner, 2nd sitting groups escorted by counselors.
6:15- 6:45 .... FILM - (Conference Room) 1st sitting groups with counselors supervising.
6:45- 7:30 .... REFLECTIONS, 1st sitting groups in classrooms.
7:00- 7:30 .... FILM - (Conference Room) 2nd sitting groups with counselors supervising.
7:45- 9:15 .... MINI-OLYMPICS - all groups and staff in bleachers.
9:30-10:15 .... Preparation for bed - showers and mopping up
10:15 ..... Lights out and silence.

WEDNESDAY'S SCHEDULE

7:15.....OUT OF THE RACK!!! entire group
7:30.....KP's to cafeteria with teachers - 1st sitting
7:45-8:15.....Breakfast, 1st sitting groups escorted by counselors. Others cleaning up in dorms.
8:30.....Kp's to cafeteria with teachers - 2nd sitting
8:45-9:15.....Breakfast, 2nd sitting groups escorted by counselors. Others cleaning up in dorms.
9:30.....MAJOR DORM INSPECTION
9:30-12:00....TRAIL/CLASSROOM ACTIVITIES-Teachers and assigned counselors.

Squawroots	Geology	Hickory North
Eroders	Geology	Gym Bleachers
Creepy Crawlers	Social Studies	Hickory South
Crawdads	Social Studies	Gym Bleachers
Stones	Woodland Ecology	Dogwood Upper
Hematites	Woodland Ecology	Gym Bleachers
Distillers	Stream Ecology	Gym Bleachers
Revenuers	Stream Ecology	Dogwood Lower

12:00-1:00....Lunch-Groups not on trails in AM wash up and go directly to cafeteria, two teachers on duty.
12:15-1:00....Student's choice: Gym, Outdoor Sports, etc., counselors supervising.
1:00-1:15....All groups clean up and cool off in dorms.
1:15-3:45....TRAIL/CLASSROOM ACTIVITIES-Groups escorted by counselors meet with same teacher as in the morning.
4:00-5:00....Extra-Curricular Activities: Gym, Outdoor Sports, Art Class Students are to be kept outside of dorms at this time, weather permitting.
5:15.....KP's to cafeteria - 1st sitting
5:30-6:00....Dinner, 1st sitting groups escorted by counselors.
5:30-6:15....REFLECTIONS, 2nd sitting groups in classrooms.
6:00.....KP's to cafeteria - 2nd sitting
6:15-6:45....Dinner, 2nd sitting groups escorted by counselors.
6:15-7:00....REFLECTIONS, 1st sitting groups in classrooms.
7:00-8:00....."RAPID RECALL" (Conference Room) - Four groups with their counselors and assigned teachers.

NATURE BINGO - (Dogwood Lower) - Two groups with their counselors.
NATURE BINGO - (Dogwood Upper) - Two groups with their counselors.

8:00-8:15....Groups and counselors with switch activities.
8:15-9:15....."RAPID RECALL" (Conference Room) - Four groups with their counselors and assigned teachers.

NATURE BINGO - (Dogwood Lower) - Two groups with their counselors.
NATURE BINGO - (Dogwood Upper) - Two groups with their counselors.

9:15-10:00...Preparation for bed - showers and mopping up.
10:15.....Lights out and Silence.

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THURSDAY'S SCHEDULE

7:15..... RISE AND SHINE!!! All warm bodies
7:30..... KP's to cafeteria with teachers - 1st sitting
7:45- 8:45 .... Breakfast, 1st sitting groups escorted by counselors. Others cleaning up in dorms. Gym is not open in the morning for recreation.
8:30..... KP's to cafeteria with teachers - 2nd sitting - (counselors in all dorms to inspect students rooms).
8:45- 9:15 .... Breakfast, 2nd sitting groups escorted by counselors.
9:30-12:00 .... TRAIL/CLASSROOM ACTIVITIES - Teachers and assigned counselor

Squawroots	Geology	Hickory North
Eroders	Geology	Gym Bleachers
Creepy Crawlers	Social Studies	Hickory South
Crawdads	Social Studies	Gym Bleachers
Stones	Woodland Ecology	Dogwood Upper
Hermatites	Woodland Ecology	Gym Bleachers
Distillers	Stream Ecology	Gym Bleachers
Revenuers	Stream Ecology	Dodwood Lower

12:00- 1:00 .... Lunch - Groups not on trails in AM wash up and go directly to cafeteria, two teachers on duty.
12:15- 1:00 .... Student's choice: Gym, Outdoor Sports, etc.
1:00- 1:15 .... All groups clean up and cool off in dorms.
1:15- 3:45 .... TRAIL/CLASSROOM ACTIVITIES - Groups escorted by counselors meet with same teacher as in the morning.
4:00- 5:00 .... Extra-Curricular Activities: Gym, Outdoor Sports, Art Class Students are to be kept outside of dorms at this time, weather permitting.
5:15..... KP's to cafeteria - 1st sitting
5:30- 6:00 .... Dinner, 1st sitting groups escorted by counselors.
5:30- 6:15 .... REFLECTIONS, 2nd sitting groups in classrooms
6:00..... KP's to cafeteria - 2nd sitting
6:15- 6:45 .... Dinner, 2nd sitting groups escorted by counselors.
6:15- 7:00 .... REFLECTIONS, 1st sitting groups in classrooms.
7:00- 8:15 .... "CRAFTS HOUR" - Teachers escort students. Counselors leave a few minutes before to prepare for students.
8:15- 9:15 .... TALENT SHOW - All groups and counselors to gym bleachers.
9:30-10:15 .... Preparation for bed - showers and mopping up
10:15..... Lights out and Silence!!!

FRIDAY'S SCHEDULE

7:15.....UP AND AT EM! - entire group
7:30.....KP's to cafeteria - 1st sitting
7:45-8:15.....Breakfast 1st sitting; 2nd sitting groups take luggage and personal belongings to lawn by the dispensary (r one in gym). Linen bundled tightly and taken to the laundry room, blankets folded and placed at the foot of the beds.
8:30.....KP's to cafeteria - 2nd sitting
8:45-9:15.....Breakfast - 2nd sitting - The 1st sitting groups' responsibilities are the same as listed above.
9:30-9:45.....Homerooms - All Groups with teachers and counselors: log books, patches, and final meeting.
9:45-11:15....Short trips: Fish Hatcher, Fire Tower, Lake, Furnace.
9:45-11:15....Camp Shakedown: Staff with students for complete clean up. Building will be locked at 11:15.
11:15-12:00....Lunch - Staff supervising.
12:00.....Board bus for D.C. Roll taken before bus leaves.
12:30.....Departure for D.C.

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Weekly Art Schedule

8:00-9:00	All Stones
4:00-5:00	All Hematites
8:15-9:15	All Creepy Crawlers
4:00-5:00	All Eroders
8:15-9:15	All Squawroots
4:00-5:00	All Crawdads
7:00-8:00	All Revenuers
8:15-9:15	All Distillers

Weekly P.E. Schedule

8:00-8:45	All Squawroots and Distillers girls
7:45-8:15	All Crawdads and Hematites girls
8:30-9:15	All Distillers and Squawroots boys
7:45-8:30	All Hematites and Revenuers boys
8:30-9:15	All Stones and Creepy Crawlers girls
7:00-8:00	All Eroders,and Crawdads boys
7:45-8:30	All Eroders and Revenuers girls
8:30-9:15	All Creepy Crawlers and Stones boys

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Pre-Outdoor School Questionnaire

Print Name Clearly Date _____

Name _____ Boy Girl (Circle One)

Name of School _____ Grade _____

DIRECTIONS: We would like to know how you feel about the upcoming camp experience for your class. Please answer the following questions. For each question you have four choices: a, b, c, and d. Please circle your choice for each question.

1. Have you ever been to camp before?

   a. ___ yes (go to question number 2)
   b. ___ no (go to question number 3)

2. If you have attended camp before, did you enjoy it?

   a. ___ not at all
   b. ___ a little
   c. ___ somewhat
   d. ___ very much

3. Do you expect that learning at the outdoor school will be

   a. ___ much less exciting than learning in your classroom at school
   b. ___ somewhat less exciting than learning in your classroom at school
   c. ___ about the same as learning in your classroom at school
   d. ___ much more exciting than learning in your classroom at school

4. Do you think you will like living with your classmates and friends the next 5 days?

   a. ___ will not like
   b. ___ will like it a little
   c. ___ will like it somewhat
   d. ___ will like it very much

5. How many new friends do you expect to make during the next 5 days?

   a. ___ no new friends
   b. ___ 1-3 new friends
   c. ___ 4-6 new friends
   d. ___ 7 or more new friends

6. Do you think science is

   a. ___ not interesting
   b. ___ a little interesting
   c. ___ somewhat interesting
   d. ___ very interesting

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7. Do you think you will enjoy solving science problems?

a. ___ not at all
b. ___ a little
c. ___ somewhat
d. ___ very much

8. Do you think you will be able to find your way in the forest?

a. ___ not at all
b. ___ fairly easily
c. ___ somewhat easily
d. ___ very easily

9. Do you expect that over the next 5 days you will learn

a. ___ nothing at all
b. ___ a few new things
c. ___ some new things
d. ___ many new things

10. Do you think that it will be fun being taught by different teachers?

a. ___ no fun
b. ___ a little fun
c. ___ no difference
d. ___ a great deal of fun

11. Do you think that collecting rock and soil samples will be interesting?

a. ___ not interesting
b. ___ fairly interesting
c. ___ somewhat interesting
d. ___ very interesting

12. How well can you tell the difference among trees?

a. ___ not at all
b. ___ poorly
c. ___ fairly well
d. ___ very well

13. Are you familiar with the various types of animal life that live in the forest?

a. ___ not familiar
b. ___ fairly familiar
c. ___ somewhat familiar
d. ___ very familiar

14. Are you familiar with various types of plant life that grow in the forest?

a.___not familiar

b.___fairly familiar

c.___somewhat familiar

d.___very familiar

15. Do you think that learning songs of people from other cultures will be

a.___not interesting

b.___fairly interesting

c.___somewhat interesting

d.___very interesting

16. Do you think that learning dances of people from other cultures will be

a.___not interesting

b.___fairly interesting

c.___somewhat interesting

d.___very interesting

18. Do you know anything about the pioneer or early man and how he used his natural environment?

a.___nothing

b.___a few things

c.___some things

d.___many things

19. Do you think field trips are an exciting way to learn new things?

a.___not an exciting way to learn new things

b.___rarely exciting way to learn new things

c.___sometimes exciting way to learn new things

d.___always exciting way to learn new things

20. Do you ever go to the zoo and watch the animals?

a.___never

b.___rarely

c.___sometimes

d.___often

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POST-OUTDOOR SCHOOL QUESTIONNAIRE

Print Name Clearly Date _____

Name _____ Boy Girl (Circle One)

Name of School _____ Grade _____

DIRECTIONS: We would like to know how you felt about your participation in the outdoor school experience. Please answer the following questions. For each question, you have four choices: a, b, c, and d. Please check your choice for each question.

1. Do you think that learning at the outdoor school was

   a. ___ much less exciting than learning in your classroom at school
   b. ___ somewhat less exciting than learning in your classroom at school
   c. ___ about the same as learning in your classroom at school
   d. ___ much more exciting than learning in your classroom at school

2. Did you like living with your classmates and friends during the 5 days that you spent at the outdoor school?

   a. ___ did not like
   b. ___ liked it a little
   c. ___ liked it somewhat
   d. ___ liked it very much

3. How many new friends did you make during the 5 days that you spent at the outdoor school?

   a. ___ no new friends
   b. ___ 1-3 new friends
   c. ___ 4-6 new friends
   d. ___ 7 or more new friends

4. Do you think science is

   a. ___ not interesting
   b. ___ a little interesting
   c. ___ somewhat interesting
   d. ___ very interesting

5. Did you enjoy solving science problems?

   a. ___ not at all
   b. ___ a little
   c. ___ somewhat
   d. ___ very much

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6. Were you able to find your way in the forest?

a. ___ not at all
b. ___ fairly easily
c. ___ somewhat easily
d. ___ very easily

7. During the 5 days that you spent at the outdoor school, did you learn

a. ___ nothing at all
b. ___ a few new things
c. ___ some new things
d. ___ many new things

8. Did you think it was fun being taught by different teachers?

a. ___ no fun
b. ___ a little fun
c. ___ no difference
d. ___ a great deal of fun

9. Do you think that collecting rock and soil samples was interesting?

a. ___ not interesting
b. ___ fairly interesting
c. ___ somewhat interesting
d. ___ very interesting

10. How well can you tell the difference among trees?

a. ___ not at all
b. ___ fairly familiar
c. ___ somewhat familiar
d. ___ very familiar

11. How familiar are you with the various types of animal life that live in the forest?

a. ___ not familiar
b. ___ fairly familiar
c. ___ somewhat familiar
d. ___ very familiar

12. How familiar are you with the various types of plant life that grow in the forest?

a. ___ not familiar
b. ___ fairly familiar
c. ___ somewhat familiar
d. ___ very familiar

13. Do you think that learning songs of people from other cultures was

a.___not interesting
b.___fairly interesting
c.___somewhat interesting
d.___very interesting

14. Do you think that learning dances of people from other cultures was

a.___not interesting
b.___fairly interesting
c.___somewhat interesting
d.___very interesting

15. Do you think that participating in art and craft projects was

a.___not interesting
b.___fairly interesting
c.___somewhat interesting
d.___very interesting

16. Do you know anything about the pioneer or early man and how he used his natural environment?

a.___nothing
b.___a few things
c.___some things
d.___many things

17. Do you think field trips are an exciting way to learn new things?

a.___not an exciting way to learn new things
b.___rarely exciting way to learn new things
c.___sometimes exciting way to learn new things
d.___always exciting way to learn new things

18. Did you enjoy the outdoor school experience?

a.___not at all
b.___a little
c.___somewhat
d.___very much

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